

Role of Sarva Shiksha Abhiyan in Inclusive Education of Assam

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Abstract

Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. The key objectives of SSA is Universalization of Elementary Education (UEE). Universalization of elementary education means universal access, enrolment, retention and qualitative education up to age of 14. Fundamental Right for all Children With Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, in perhaps that of the CWSN. Hence, education of CWSN is an important component of SSA. Under the study, an attempt is made to assess the role of Sarva Shiksha Abhiyan (SSA) in ensuring the right to education of the CWSN.

Keywords: Inclusive education, Sarva Shiksha Abhiyan, Children With Special Needs(CWSN).

Introduction:

Education is the basic requirement for success of democracy and progress of country. It is also universally acknowledge fact that an educated and enlightened citizen is an essential condition for the successful functioning of democracy. Inclusive Education goes one step further by defining these children as ‘children with special needs’ who needs special attention, rather than children who are ‘impaired’ or ‘handicapped’. The thrust of SSA is on providing inclusive education to all children with special regular school. It also supports a wide range of approaches option and strategies for education of children with special needs. SSA’s policy on inclusion states that “education is the fundamental right of all children only when on “universalization of education” is meaningful only when all the children in the age group of 6-14 are in school and get education. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability is provided meaningful quality education. Hence SSA adopted a zero rejection policy. SSA will encourage of children with special needs including research for designing and developing news assistive devices, teaching aids special teaching material and of her items necessary to give a child with disability, equal opportunities in education. The concept of inclusive education has been spelt out in the Salamanca statement and the framework for action on special need education 1994. Inclusive education child-to-child execution of services for children in general and disabled children in particular.

Objectives:

1. To discuss the concept of SSA of inclusive education.

2. To study the role of SSA in inclusive education.
3. To suggest the remedial measures.

Methodology:

The investigator has adopted a descriptive methodology for the study. Research has been placed on secondary data sources such as books, journals, newspapers and online databases. A secondary source of data kind of document that deliberates information originally presented somewhere else. Secondary sources of data contain generalizations, analysis, synthesis, interpretation, or evaluation of the unique information.

Sarva Shiksha Abhiyan:

The NEP 1986 and programme of Action of 1992 accorded top priority for achieving the goals of Universal Elementary Education. Sarva Shiksha Abhiyan is a Government of India (Ministry of Human Resource Development- Deptt of School Education and Literacy) flagship programme for achievement of Universalization of Elementary Education in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group. It is comprehensive integrated programme of Govt. of India covering the entire country in a mission mode. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound, implementation strategy. Sarva Shiksha Abhiyan was introduced during 9th plan (1997-2002). Sarva is an educational scheme which plays a great role in strengthening elementary education as we can realize it through its objectives for which it has been launched. The

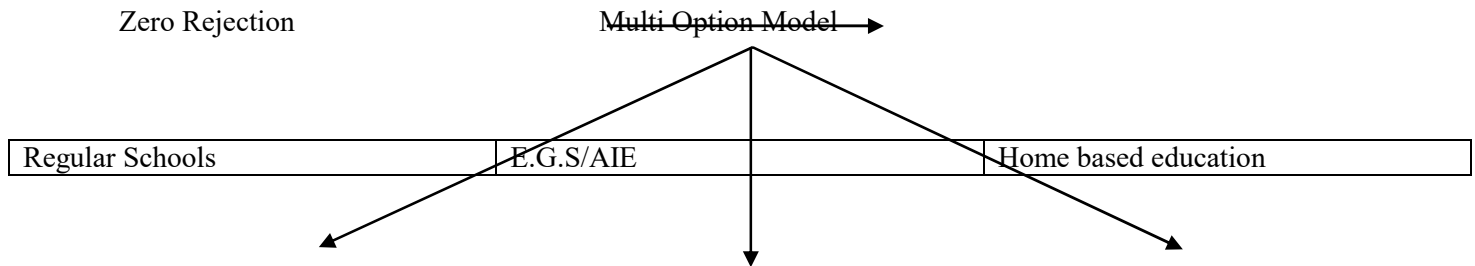
SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in mission mode. It is a programme with a clear time frame for universal primary education.

A conference with all the Education Ministers of the country was held in 1998 in the month of October. The main objectives of this conference was to give a final shape to the scheme of Sarva Siksha Abhiyan. Thus, in

November of 2000, the Abhiyan got the approval of the Central Government.

SSA Framework on inclusive Education

'SSA will ensure that every child with special needs, irrespective of the kind category and degree disability, is provided education in an appropriate environment. SSA will adopt 'Zero rejection' policy so that no 'child is left out of the education system.



Inclusive Education in SSA:

The Key objective of SSA in universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. The goal of UEE, has further been facilitated by the constitutional (86th Amendment) Act, making free and compulsory elementary education a fundamental Right, for all children in the age group of 6-14 years. The Amendment has given a new thrust to the education of be achieved. Infect inclusion of one of the group which is extremely crucial for UEE, is perhaps that of the CWSN. Hence education of CWNS is an important component of SSA.

Provisions for CWSN under SSA:

The SSA is on providing inclusive education to all children with special regular school. It also supports a wide range of approaches options and strategies for children with special need. This include education through open learning system and open schools, non-formal and alternative schooling, distance education and learning system and open schools wherever necessary, home based education, itinerant teacher model, remedial teaching part time classes, Community based rehabilitations (CBR) and vocation education and cooperative programs.

SSA provides upto Rs. 1200/- per child for the inclusion of disabled children, as per specific proposal per year. Distinct plan for children with special needs is formulated within the Rs. 1200/- per child norm. The interventions under SSA for inclusive education are identification, functional and formal assessment,

appropriate educational placement, preparation of individualized educational plan, provision of aids and appliances, teacher training resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs.

The following activities are undertaken:

- ❖ Identification of children with special needs through surveys.
- ❖ Assessment of each identified child.
- ❖ Provision of aids and appliances to those requiring assistive devices.
- ❖ Sensitization of teachers through special training modules to the needs of CWSN.
- ❖ Parental training and community mobilization.
- ❖ Removal of architectural barriers in schools and providing an enabling environment for CWSN.
- ❖ Special emphasis for activities of Ministry of social justice and empowerment, state Department of welfare, National Institution and NGOs.

26.36 lakh children with special needs (CWSN) have been identified, of which 23.68 lakhs have been covered through enrolment in regular school. EGS/AIE centers and home based education. 8.64 lakh children with special needs have been provided with assistive devices. 5.72 lakh schools have been provided with ramps and handrails facilitating barrier free access.

16.75 lakh teacher have received training inclusive education under SSA this training is varied ranges from 1-2 days, 3-5 day or 45-90 days orientations. There is as large inter –state variations evident. Analysis of the content of these training programmes highlights the

very basic nature of the 1-5 days orientation, which covers merely issues of identification and management, but it is the most preferred medium in-preparing teachers, while the number of teacher under taking the 45-90 days foundation course has remained very low. As 2005 less than 0.2 percent of all SSA teacher had been through larger programme (quoted in World Bank 2007) raising

concerns about the effectiveness such programme impacting pedagogical practices.

Table 1- Teacher training on Inclusive Education in SSA

| Name of the State | No. of Teachers | 1-2 day orientation on IE | % of 1-2 Day Orientation | 3-6 day training | % of 3-6 Orientation | 45-90 Day training |
|-------------------|-----------------|---------------------------|--------------------------|------------------|----------------------|--------------------|
| AP | 277724 | 161031 | 58 | 223604 | 81 | 633 |
| Assam | 154010 | 154010 | 100.00 | 86824 | 56 | 540 |
| Gujrat | 174504 | 174504 | 100.00 | 258616 | 15 | 5116 |
| Punjab | 73246 | 0 | 0.00 | 0 | 0.00 | 300 |
| Uttarakhand | 44917 | 38170 | 85.00 | 42465 | 95 | 9587 |

Sources – Sarva Shiksha Abhiyan (2007)

Review of related literature:

Review of related literature gives the research and understanding as the research methodology that refers to the way of the study that has been conducted. The phase review of literature consists of two words; review and literature. The word literature has conveyed different traditional meaning. It is used from the reference to languages e.g., Hindi literature, and Sanskrit literature.

Review no. 1: Evaluation report or Sarva Shiksha Abhiyan programme evaluation organization, planning commission govt. of India June 2010.

Objectives:

1. To access the extent to which SSA has been able to achieve its objectives and related targets and the factors determining the same.
2. To identify constraints in the implement of the scheme.
3. To suggest the way forward.

Finding

There has been significant progress in attainment of accessibility targets as the number of accessibility targets as the number of unserved habitation declined across all states as the result of opening up to new schools and setting up of EGS (Educational Guarantee Scheme) centers universal access has not been achieved due to formation of community involvement.

Review No.:2

Name of the researcher: Dr. Nadhi Singal (2009)
Education of children with disabilities in India.

A background paper for GMR 201

Objectives

- ❖ To study the identification of CWSN
- ❖ To study the teacher training on inclusive education in SSA.
- ❖ To study the enrollment according to the type of disability.
- ❖ To study the number of resource teachers for inclusive Education SSA.

Review No. 3

Name of researcher: Lieutenant Dr. Shajahan Ali (2004) special education for different able children.

Objectives:

- ❖ To help the student to understand the meaning and importance of special education.
- ❖ To acquaint the student with the different government policies and legislations regarding persons with disabilities.
- ❖ To enable the students to know about the different issues, education provisions and support services of special children.

The Challenges:

It can be seen from the foregoing that several novel initiatives have been taken up to address the divergent needs of special children. The focus of SSA is now on reaching out to those out of school CWSN not covered so far and developing a strategy that will ensure that every child with special needs receives continuing out site support. These perhaps is the biggest challenges of all and a crucial deterrent of the success of the inclusive education programme under SSA.

However, there are a few important issues in Inclusive Education that also needs to be adequately addressed. These have been listed below:-

The percentage of CWSN identified seems to be low, being only 1.54% of the total child population SSA in comparison to census 2001 data, where in 2.1 % of the population has been found to have some disability. Hence states should streamline their identification procedure.

- ❖ States to maintain their efforts to provide more assistive devices to CWSN as 76.4% children have got the required equipment.
- ❖ Involvement of more NGOs in the Inclusive Education Programme of SSA needs to be strengthened.
- ❖ Only 47.14% school have been made barrier-free. This aspect of Inclusive Education in SSA needs more focus.
- ❖ Although states have increased pace of expenditure, it needs to be further geared up.
- ❖ Retention of CWSN after their identification and enrollment should be monitored and encouraged so that they complete the cycle of elementary education.
- ❖ Effective monitoring mechanism should be developed by the states to assess both the quantities and qualities progress and problem in inclusive Education.
- ❖ Emphasis should not be a classroom practice and teaching methods adopted by teachers for effective classroom management of CWSN.
- ❖ To ensure that every child with special needs receives continuing onsite support.

Suggestion:

After the study the following suggestion are given:

- a) **Identification:** A concerted drive to detect children with special needs at an early age. Should be undertaken through PHCS, ICDS, ECCE centers and after school readiness programmes. Identification of children with special needs should become an integral part of the micro-planning and household survey.
- b) **Functional and formal assessment** of each identified child should be carried out with a team constituted at every block to carry out this assessment and recommended most appropriate placement for every child special needs.
- c) **Educational Placement:** As far as possible every child with special needs should be placed in regular schools, with needed support services.
- d) **Aids and Appliance:** All children requiring assistive devices should be provided with aids and applications, obtained as far as possible through

convergence with the Ministry of Social Justice and Empowerment, state welfare Department, National institution or NGOs.

- e) **Support Services:** Support services like physical access, resource rooms at cluster level, special equipment reading material, special educational techniques, remedial teaching, curricular adaptation or adapted teaching strategies could be provided.
- f) **Teacher training:** Intensive teacher training should be undertaken to sensitize regular teacher on effective classroom management of children with special needs. This training should be recurrent at block / Cluster levels and integrated with the ongoing in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level should include a suitable component on education of children with special needs.
- g) **Resource support:** Resource support could be given by teachers working in special schools, wherever necessary, specially trained resource teachers should be appointed, particularly for teaching special skills to children with special needs. Wherever this option is not feasible, long term training of regular teacher should be undertaken.
- h) **Parental Training community mobilization:** Parents of children with disabilities should be receive counselling and training on how to bring them up and teach them basic skill.
- i) **Planning and Management:** Resource group should be constituted at state, district level to undertake effective planning and management of the programmes in collaboration with PRI and NGOs.

Conclusion:

SSA should have to play an important role in inclusive education, which helps in individual and social development of disabled children. Education as a fundamental right, for the SSA and child right act has also implemented. The thrust of SSA is on providing inclusive education to all children with special needs in regular school. In order to achieve the target of universalization the SSA should be strengthened. This programme is an attempt to provide an opportunity for improving human capabilities through provision of community owned quality education is a mission mode.

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